

DRAMATIC CLUB MAKES DEBUT WITH TWO ONE-ACT PLAYS

Sophanes Players Present The "Rising of the Moon" and "The Travellers"

The newly organized dramatic club of Salisbury Normal School opened its season Thursday evening, February 22, with the presentation of two one-act plays. The club is known as the Sophanes Players; the name is derived from the combination of the names Sophocles and Aristophanes.

The first play of the evening was the "Rising of the Moon" by the Irish playwright, Lady Gregory. It deals with the conditions existing between the peasants and the police during the Fenian period in Irish history. The play is rich in Irish accent and is a subtle comedy. Mrs. Lucy W. Bennett, Librarian and English instructor, acted as director. An all male cast consisted of:

Samuel Sherwell, the Sergeant.

Myron Mezick, the man.

Samuel Carey, a policeman.

Edwin Mitchell, another policeman. Norris D. Bachtell acted as stage manager for this production.

Following the "Rising of the Moon" came Booth Tarkington's one-act comedy, "The Travellers" under the direction of Miss Dorothy Mitchell. The latter play cleverly portrays the trials and tribulations of the average American tourist family in out-of-the-way places in Europe. At various times during the performance, the principal characters found themselves the victims of imaginary horrors. Those who composed the dramatis personae of "The Travellers" were:

Harriet Burns, Mrs. Roberts.

Mabel Dickey, Jessie.

George Spence, Mr. Roberts.

Salome Somers, Mrs. Slidell.

Raymond Dixon, Freddie Slidell.

Samuel Carey, La Sere.

Norris Bachtell, Le Chauffeur.

Helen Caulk, Luigi.

Emily Givans, Maria.

Imogene Caruthers, Salvatore.

Frances Robinson, Another Italian.

Eunice Lee Harcum of the junior class acted as property manager.

DORCHESTER ALUMNI HOLD MEETING, FEBRUARY 17

Mr. Charles J. Koch Addresses Group On "Correlation"

The Dorchester Chapter of the Salisbury Normal School Alumni Association held its fifth annual banquet in the dining hall Saturday evening, February 17. The faculty members and the student body met with the alumni and were invited to attend the meeting given immediately after the dinner.

Dr. W. J. Holloway delivered the address of welcome to which Miss Maude Eskridge, Dorchester County President, responded.

As chairman of the program committee, Miss Mary Ann Bradley, of Cambridge, presented two members of the faculty of Hurlock High School, one of whom was Miss Mildred Covey, pianist. Miss Helen Warren gave several readings.

Mr. Charles J. Koch, instructor in Cambridge High School, and former superintendent of Baltimore City Schools, gave a delightful talk later

BAGLEANS PRESENT LOVERS OF NATIONS IN PROGRAM

Tuesday, February 13, the Baglean Society took charge of the assembly. In honor of St. Valentine, the program brought to view the lovers of various nations. Ireland, Spain, and modern America were a few of those represented. Then the spirit of the younger years appeared and performed a ballet dance of marvelous simplicity and beauty. After the playlet, Doctor Holloway, Miss Ruth and the Carnean President, Miss Caruthers, were presented with Valentines.

JUNIORS GIVE CURRENT EVENTS PROGRAM

Taking over the assembly program the Junior class on January 23, presented an interesting and varied entertainment on current topics of the day. The program, a direct outgrowth of the history course, conducted by Mrs. Ida Belle Wilson Thomas, was organized by the class under the chairmanship of Miss Virginia Haddaway.

President Roosevelt's life and his work in the new deal were the basis of the program which took the form of various episodes depicting his early life and his administration as president.

DR. HUMPHREYS CONTRASTS WASHINGTON AND LINCOLN

February the twentieth brought to our assembly program, Dr. G. W. Humphreys, minister of the Asbury Methodist Episcopal Church. He gave us a very interesting discourse on the contrasts between our two great Presidents, Washington and Lincoln. A brilliant talker, he clearly proved his points, with many an amusing anecdote.

NORMAL SCHOOL PLANS PAGEANT TO CELEBRATE BIRTHDAY OF STATE

"Maryland: Pages from Her History" Is Title of Pageant Given in March

The Maryland State Normal School will celebrate the three hundredth birthday of the State with the production of a pageant, "Maryland: Pages From Her History", which will be given on March twenty-sixth and seventh.

The pageant will be made up of six episodes, a prologue and an epilogue. The speaking parts will be taken by the following characters: Historian Ellen Greig King Charles Edwin Mitchell Leonard Calvert Emily Turner Father White Josephine Devine Giles Brent Helen Caulk Margaret Brent Julia Lake Waller Governor Green Roberta Tyler George Fox Dorothy Dickerson Francis Makemie Edwina Heatwole Francis Asbury Sara Collins Anthony Stewart Samuel Sherwell Joshua Thomas George Spence Francis Scott Key Myron Mezick Maryland Doris Jones

Each episode is under the direction of a member of the faculty. Episode I—Miss Parker and Miss Dixon.

Episode II—Miss Matthews. Episode III—Miss Riall and Mrs. Holland.

Episode IV—Miss Mitchell. Episode V—Miss Harwood. Episode VI—Mrs. Bennett. Costumes—Miss Powell. Scenery—Mr. Richardson. Orchestra—Mr. Caruthers, Mr. Maggs.

SHALL WE TRY IT?

"The best goods comes wrapped in the smallest packages." Does this often repeated saying apply to education as well as to tangible goods? If the schedule which has been proposed for next year is carried out, it will help to prove whether the answer to this important question is "Yes" or "No".

A seven-months school year seems, at first mention, much shorter than a nine-months year, but consider the proposed change in the hours spent in class each week and one sees another point of view. By having a six-day week instead of a five-day week, the school will be open the required number of days a year, and the courses as outlined will be completed.

The adoption of the six day week, then, will not necessitate the sacrificing of present advantages, but it seems to offer new ones. Working for a longer period each week will receive compensation in the longer mid-winter vacation. School on Saturday will not ruin a whole week-end when school is dismissed at noon. Valuable minutes and hours that are wasted by many on Saturdays may be turned into days and even weeks of profit during the long winter vacation. Work is easier to find in winter during the Christmas rush than it is in the summer, for then many college students hasten to apply for every position which is open. The minds and bodies of the students should be refreshed and ready for more serious work after the weeks of rest—rest at a time when most needed. Usually there is much illness during January, for vitality seems low at that time.

The foremost advantage which the taxpayers will gain is apparent when the reduction in expenses is considered. In fact, the taxpayers are already deriving benefits from our reduced budget; they have forced drastic economy, plus. We must do something to keep our standard of work on its present high level. January and February require more fuel and more light than other months because of the cold, short, winter days. There is more expense in the infirmary than at any other time. Then, too, wages paid to daily laborers about the school and grounds will be saved during those weeks.

There are, however, reasons for opposing the above viewpoint. Will the taxpayers understand that the students are spending just as much time in class as previously? Will the long period of rest between terms result in the loss of knowledge which has been acquired during the first term? Will it cause loss of interest in school activities?

Are the favorable points important enough to outweigh these objections? Certainly any plan which has so many advantages would make a worthwhile experiment, and any noble experiment is worth trying by one who needs some solution to its vital problems.

FINE ARTS DEPARTMENT PRESENTS PROGRAM

The assembly program on February 6th, was one of a rather unusual nature. It was presented by the Senior Fine Arts Appreciation Classes under the sponsorship of the instructor, Miss Dorothy E. Mitchell. The feature of the afternoon was the dramatization of some famous paintings. The pictures portrayed were:

Pinkie—Lawrence—Frances Larimer.

Portrait of the Artist's Mother—Whistler—Margaret Tilghman.

The Sower—Millet—Alta Nuce. A Senorita from Seville—Genth-Doris Jones.

The Sailor and His Sweetheart—Milchers—Lucille Miller and Amanda Ebling.

Autumn—Ufer—Josephine Devine and Louise Langrell.

Hope—Watts—Virginia Dodd.

Washington's Farewell to His Mother—Ferris—Martita Lilliston and Imogene Caruthers.

The committee responsible for the program consisted of Martita Lilliston, Emily Turner, Nellie Nordwall, Alta Nuce, Julia Lake Waller, and Lucille Miller. The music, which added to the beauty of the pictures, was furnished by Betty Ruark at the piano and Myron Mezick, violinist.

By request the dramatization will be repeated before the Woman's Club of Salisbury on March 6, 1934.

NEW CALENDAR FOR SIX DAY SCHOOL WEEK UNDER DISCUSSION

Schedule Would Provide For Two Months Vacation During Winter

A new calendar providing for a six-day school week and a two months' vacation, has been tentatively arranged and suggested for discussion by the principal, Dr. W. J. Holloway. This schedule provides for school to be in session the total number of days required by law. While this proposal seems revolutionary, its adoption would seem to have the tremendous advantage of curtailing expenses. A reduction in some way is almost essential to meet our sliced-to-the-bone budget.

On account of low temperatures, short days and long nights, much more fuel and electricity are consumed during these winter months than during any other period of similar length in the year. Thus it is estimated that several hundred dollars in maintenance cost would be saved by closing the school for about six weeks longer than usual during the winter.

Under such arrangement the first semester would begin next September 1st. A schedule of five whole-day sessions and a Saturday session closing at noon would complete the ninety required days and bring the first semester to a close on December 21. School will then close for the Christmas holidays, reopening for the second semester February 21. Again following the six-day week, the year's work would end June 10, the same date provided in the usual calendar of five-day sessions.

Under another possible plan, the second semester would begin March 1 and close June 18.

These plans would have very little effect on the summer vacation, since under the former plan school would open September 10 and with the usual provision for holidays close with commencement June 10.

INTER-SOCIETY DEBATE QUESTION ANNOUNCED

Resolved: That Congress Should Enact Legislation Providing for the Centralized Control of Industry, shall be the question under discussion for the inter-society debate to be held on April 19, as announced by the Carnean and Baglean presidents, this past week. Each side of the question will be upheld by three members from each society, both groups acting as official debating teams for the literary organizations.

To date the Bagleans and Carneans have given no statement as to which side of the question their teams will represent. It is expected, however, by those students having heard the debates of previous years that such an appropriate and significant problem will afford an interesting contest event between the followers of Pep and Mickey, respectively.

ACKNOWLEDGEMENTS

The staff wishes to thank the following persons for their contributions to this issue of the "Holly Leaf": Misses Madalene Horsey, Salome Somers, Emily Givans, Mabel Dickey, Ellen Greig, Betty Ruark and Betty Alder.

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The Holly Leaf



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MARCH, 1934

"HOW SHARPER THAN A SERPENT'S TOOTH"

To every individual there comes a time when he, and he alone, must decide how the current of his life shall flow. Careful guidance, friendly counsel of early years may form a background for his decision but it is entirely up to him what he makes of his life, and the lives of those who touch him.

Few of those who were present at the executive session of the student body at the end of the first term missed the real significance of the assembly.

Truly might it be said, "A school is its student body." What the student body is, the school will be. And, by the process of logic, the morale of the student body is really the morale of the student. It is the student who determines the status of his school.

How do these personal factors affect the school of his choice? Like all other public institutions, educational centers are the prey of malicious tongues that seize at the least detail to publicly denounce it. To one who truly loves his school there is but one clear course, individual opinions must be submerged when they hurt the school. Voluntarily he chose to come here, voluntarily he should uphold its ideals.

What school is better than Salisbury Normal School? What executive staff deserves more loyal and conscientious support than our own? What student body is more capable of adding to the prestige and honor of Salisbury Normal School.

The answer? None! Fly on us that we have to be reminded of it! Shall it happen again? No!

"UNITED IN THE BONDS OF LOVE AND SERVICE"

"United we stand; divided we fall." Which clause bespeaks the life in our school? Surely it cannot be the latter part, for the two organizations that make up the student body of Salisbury Normal School would seriously resent any such statement or situation in this school, this home, this place we choose to call "our own."

In the past, several trivial, yet important events have attracted the attention and (some day!) insulted the dignity of the Day Students. One must justify them in their sturdy convictions when one realizes their right to be recognized as co-workers with their fellow dormitory students in the educational, and social functions of the school. That is true largely because those young men and women spend a greater part (seven to nine hours daily) of their active life in the school. It is indeed unfortunate that such misunderstandings as those that have occurred in the past should make us feel toward the house students?

Oh, I've an idea! Should we "forgive and forget?" Live and let live, be to classes on time, mingle with and delight in association with all the house students, stop thinking out loud, accept a little responsibility in extra-curricular as well as curricular activities? Oh! you're right that list is too much like a set of New Year's resolutions never put in practice. Did you say we should "live and serve?" I agree with you. Thanks for the slogan. I trust it will become daily practice.

"JUST A TRADITION!"

"But I went to church this morning." Perhaps you did, but that is no excuse for not going to our Vesper services. This little informal gathering is the only one of its type that we sponsor in our college, and it lasts but for one half hour or but one day of our seven. Surely in our hurry and bustle and strain of every day life we can appropriate thirty minutes to the One who gives us strength, and cares for us during that hustle, bustle and strain! Beside the worshipful attitude is it not an opportunity to take time and think of the blessedness that we are in a circle of mutual aspirations, interests and hopes? Besides, it is a "Tradition" to attend the Vesper service and what is a school without traditions? It is just a "school"—and we—we go to college, do we not?

POINTS OF VIEW

Dear Editor:

The wave of vandalism that has swept so rudely over all objects, movable, in the social room, has got to be diked out. The Goths and the Norsemen have come down from the frozen North, devastating as they go. But our Rome is more than a hollow shell waiting to be crushed in the impact. It is exquisitely sound, and resistant in its beauty. It cannot stomach such insults as it has had during the past few weeks. And believe me, Dear Editor, it will not, so long as those who dwell in Rome stand to their chariots. True, most of us have witnessed this desecration of our living quarters with heartfelt abomination, but there are, apparently, some of us who are indifferent to the fact that it must be kept beautiful at all costs to our juvenile cravings.

As to suggestions for a preventive that would make malicious and accidental treatment of our living room impossible . . . well, there just isn't one. At least, not when one considers that the life of something materially beautiful depends not on its creators but on those who see it everyday. Why, it were better to dispense with our German Soldier and his companion piece, The Bugler, than to have to hang warning signs on each of their legs; it were better to replace the long cool lamps with bayberry lights than to install formidable loudspeakers in each beam corner to sound out clearly: Use no hooks.

Facetious or not, Dear Editor, it is a challenge to all of us in this institution to live up to unexcelled standards of beauty.

Signed,
An arate admirer of our little Bugler,

Dear Editor:

Don't you know I've heard the queerest things? The worst of my story is this: that there is an unusual amount of friction between the day and resident students. I've even heard that the faculty is wondering what the matter is, and I can hardly walk down the hall without being confronted with the question "What's the matter with you Day Students?" However, it's really a serious proposition for it's a fact that two thirds of both organizations can give a reason for such a distinction.

Listen, Editor, something ought to be done because I can name several, even many "dorm" girls who are very good friends of mine and yours. I think everyone else must be looking for trouble from us day students even when we do not think of such elliptical tendencies, how can a poor pedestrian tell when to jump with both ends of those formidable vehicles identical in contour? He just doesn't, that's the point. But then I reckon you could stretch a point and say the things are getting back to nature . . . that is, they look like bugs. But don't get me mixed, their proportions are far from bug-like even at that. (Wow, what wit!)

A CHALLENGE

I shall face Death in a red dress
And trail my flaming skirts
And laughing,
Kick its ruffled flimsiness about me.

I shall face Death in a crimson cape
And swing its gleaming folds
And mocking
Admire its fiery fastening at my throat.

And if, perchance, Death dares
To draw too near,
Bind its scarlet loveliness
Close to my hips
And flinging back my head,
Let fall no tear
But smile at Death through gay vermilioned lips.

(Continued on Page 3, Col. 3)

STICKERS

Dear Editor:

The first attempt to bring the age of the Lesbian Sappho into focus comes in the form of Arthur Weigall's biographical history entitled *Sappho of Lesbos*. What is more, biographies of Sappho have never before been written in the accurate detail in which this one is styled. A foremost modern scholar, Weigall has based his every statement on authentic history and literature, has banked his many anecdotes with footnotes—useful ones at that. No doubt the most startling fact about this biography, would be that it contains, in *libris*, every known fragment of the silver-sunged Sappho's works.

Even though Weigall digresses from the lyrist's life to give the reader a view of her contemporaries, he still finds ample time to describe her unusual childhood in Mitylene, her exile at twenty because of political upsets, her bizarre reputation, her success as a social and intellectual leader when still a young woman, her devoted hetaerae, her love for the bewildest Phoen, and, as the acme of weirdness, her dramatic suicide of the Leucadian Promontory. The fact is, the author is able to present more of her life wholly because he has painted a background for it with the personages in Sappho's own city and province. It becomes a literary welding before our eyes.

It is as though we were looking over Mr. Weigall's shoulder as he writes, when we are reading his appraisals of Sappho. He sees her as something rare and tender, amid an irresolute society, yet destined to the ages simply because the things she did are to be ranked amongst mankind's greatest achievements. Mr. Weigall sees that as he writes. And so do we. Because he uncovers his manuscript for us, helping us to think with him: as he goes, he never lets his own feelings run rampant before our eyes. (Ah, he must have been a teacher!) The chief thing we like about him is the ability he has of studying with unbelievable candor the circumstances that caused the course of Sappho's life.

Weigall slights us not in mite or humor either. In discussing the philosopher Satyros, he likens him to Pittakos, and we read:

"Like Pittakos he had a poor opinion of his fellow men, and used to say: 'Most men are bad.' Once during a storm, the passengers who were with him on the rolling ship began to pray aloud to the gods. Whereupon, he exclaimed 'For heaven's sake, keep quiet! Or they will find out you are on board!' "

We shall find, however, that even so cool a biographer as Weigall, cannot help failing to disguise what he feels at Sappho's thought, finely chiseled—if thought can be that fleeting and stable in a breath—as opposed to the less elevated attitudes prevalent during that age. Else, why would he do on such of her similes as: "More delicate than water . . . daintier than rosebuds," or such of her fragments as: "But I love delicate living, and for me richness and beauty belong to the desire of the sunlight." Yes, it answers itself immediately when we see that the author has sensed the romantic twinkle of history that must have been with Sappho's soul. For he is wont to close his book with the poetess' own outbursts: "Yet I have received true happiness from the golden Muses, and when I die, I shall not be forgotten . . . "

Dear Editor:

Take this for what it's worth, but I wish to express my opinion of rural teaching after having taught for six weeks.

To understand rural boys and girls, one should teach in a country school. A good foundation for suc-

(Continued on Page 3, Col. 3)

ANOTHER BOOK

SAPPHO OF LESBOS

BY
ARTHUR WEIGALL
New York: Frederick A. Stokes Co.
1933

FOURTH EDITION

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Betty Ruark.

ON AND OFF THE CAMPUS

There seems to be little doing these days except practice teaching, at least by the weary, worn, wrinkled seniors. The Under Classmen are becoming tired of hearing about the trials of novice teachers; however, every dog has his day, even you underclassmen.

Dr. and Mrs. William J. Holloway, Miss Anne Matthews and Mr. and Mrs. T. J. Caruthers were present at a party given by Miss Imogene Caruthers—one of the daily dozen for the twelve practice teachers who have finished their rural teaching.

Ellin North Early, Grade 2

A WINTER TREE

The maple is still here but all its leaves are gone. Winter has come and the snow is on the tree's limbs. The sap has gone to sleep. Its buds are waiting for the warm wind to wake the sap.

Orland Langrall, Grade 3

A WISE RABBIT

Once a rabbit was going for a walk. He saw a snake. He hopped and hopped. He went into his burrow. The snake went down after him but the rabbit went out the back door. He was safe.

Edward Francis Holloway, Grade 2

Stepmother's Tomb

About the year 1885 in a small Virginia village there lived a man by the name of James Gray. Mr. Gray had been married twice, the second time recently.

Orland Langrall, Grade 3

The Stars

Stars are wonderful things to me. Long ago the people almost worshipped the stars because they knew very little about them. Stars are divided into certain groups. Some of them are known as the Big Dipper and the Bear. These groupings are called constellations. All of these stars are suns which rise and set as do the sun and moon. They seem to travel around the North Star but they remain in the same position to one another. The ancient people found that at different seasons there were different stars. These people must have observed very closely as they did about the stars.

Betty McElroy, Grade 4

The Song Sparrow

The song sparrow sat in the tree and sang his song. O, but it was sweet. I sat down and sang with him. Soon my mother called me in for dinner. All night I dreamed about his sweet song.

Irma Jean Holland, Grade 2

The Maple Tree

Once there was a maple tree that was very lonely. One day six boys came to the tree and said, "This will make some maple syrup."

So they bored a hole in the tree. Then they put a spout in it. Then they put a bucket under the spout. The sap dropped out of the tree. Soon the bucket was full. Then they took it home and boiled it. They had much fun eating the syrup and sugar.

Daniel Ward, Grade 2

MY DAYDREAMS

Some folks delight in calling it A perfect waste of time; And some insist on thinking it Just one more sin of mine—

My daydreams.

And so I'm sure they've never In all their crowded day,
One moment they may ever Give their souls a chance to say,
"I'll daydream."

For its the one prescription With which none may compare,
For dooming to perdition Misfortune everywhere—

One daydream.

C. DeW.

THIRD AND FOURTH GRADE NOTES

The sun is very important to us. If there were no sun we would not have any light, and it would be dark all the time. People who travel look at the sun as a means of direction.

If it did not shine, our food and vegetables would not grow and we would have nothing to eat. It is composed of burning gases. But since it is ninety-three million miles from the earth, the heat is not severe to us. It would be impossible for us to live without the sun.

Anne Holt, Grade 4.

THE JUNIOR'S SOCIAL EVENING</h

CHIRPS FROM S. N. S.

Well, After All . . .

The Sophanes Players were tense with eagerness as they watched Mrs. R. mount the stage. They were anticipating the long wanted demonstration on the principles of make-up. Ah, yes, it was about to begin. Mrs. R. stood poised in the center of the stage, towel in hand, ready to commence. Yes, she was going to start, and, opening her mouth she said: "Does anyone know where the make-up is?"

Izzatso? Well, I didn . . .

First Athlete—How come you and I both wear our letters on the same day?

Second Student—Well, I reckon it's because we've both got them sewed on our sweaters.

Junior—Whoopee, I'm a night owl!

Frosh—That explains why you're a little Cuckoo.

A Little Buggy

Nert—Wonder why they make those new cars just alike at both ends?

Nertissimo—Oh, that's if hit-and-run drivers wanna go backward.

W. H. P. H. Jones!

Escort—When will they play The Last Round Up?

Junior—After You're Gonna Lose Your Gal.

JUNIORS ENTERTAIN WITH PUPPET SHOWS

A series of puppet shows was presented recently in the Little Theatre by the Junior Industrial Arts class. Familiar fairy tales were used for the dramatizations. The class was divided into five committees, each of which made the theater, properties, and puppets for its particular shows.

The stories which were dramatized and the chairmen of the committees were as follows:

Hansel and Gretel—Salome Somers.

Snow White and Rose Red—Madeline Hooley.

The Real Princess—Louise Parker. Little Red Riding Hood—Frances Robinson.

Toads and Diamonds—Elizabeth McMahon.

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OUR HISTORIC MARYLAND

Mistress Margaret Brent
Mistress Margaret Brent, one of the outstanding women of Colonial Days, was ambitious, courageous, and lovely.

Four years after the first settlement of Maryland, she, her sister, and two brothers came to this country and made their abode on a plot of land near Saint Mary's City. As time went on, they acquired more land, sent to England for seeds and farming implements, and for servants to till the soil. Cultivation of land was only one of Mrs. Brent's many

SPELLING SUSPENSE:
SU-SP-EN-SE

The scheduled date for the written spelling contest, February 6, found both Mickey and Pep in their respective places in the auditorium. It was doubtful to know which was more confident of carrying off the victory of the day. The members of both societies found their designated places. The honor system (one seat apart) was much in evidence. Dr. Holloway dictated fifty words, most of which were found on our spelling sheets. Typed sheets containing many misspelled words were given out to test the ability of the students in recognizing incorrect spelling.

It was interesting to note the remarks of some of the students after the contest was over. Many of them followed this line, "How many words did you mark wrong on your sheets?" Many groans were heard when the number incorrectly spelled was given.

The results of this contest will not be known until the final publication of the "Holly Leaf" in June.

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ATHLETIC NOTES

With the basketball season in full swing, our two teams have an impressive list of victories to show. The girls' team is still undefeated, and the boys have lost only one game. The scores for our last games are as follows:

January 24: Pocomoke Girls, 19; S. N. S. Girls, 23. Pocomoke Boys, 45; S. N. S. Boys, 24.

January 25: Vienna Girls, 16; S. N. S. Girls, 33; Vienna Boys, 13; S. N. S. Boys, 41.

January 31: Cambridge Boys, 24; S. N. S. Boys, 31.

February 9: New Church Girls, 8; S. N. S. Girls, 25; New Church Boys, 23; S. N. S. Boys, 42.

Were you at the A. A. informal? If you weren't you certainly missed a good time. There was a goodly attendance, and those who were absent were not missed. Everyone had a good time, even the Orchestra, as you would have found out, if you had heard what they said during the intermission. Here's hoping that we have another one soon.

THE FRESHMEN MAKE MERRY

On February the thirteenth, various sorts of noises could be heard emanating from the gym. Shrieks and shouts, and joyous gurgles announced the meeting of the freshman class on its first get-together evening.

It was a mock field day event. All the girls and boys appeared in gym-suits, and the games soon began. Various games were organized, and a keen sense of competition was soon developed. The radio also offered a change of program as some very good dance music was tuned in.

From seven until nine-thirty the freshmen tossed all worry and care overboard and gamboled about like young lambs let out into the field for the first time in the spring. With their quickly stimulated appetites, they then turned to the ample refreshments provided and soon nothing was left but the empty containers.

—S. S.

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